



BISS Sentrum Academic Honesty Policy



**BRITISH
INTERNATIONAL
SCHOOLS**
OF STAVANGER



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'Creating role models for the future'

Academic Honesty Policy

The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

BISS Mission Statement

At the British International Schools of Stavanger, we take our responsibility to prepare children for life in the 21st century seriously. The acquisition of fundamental values lies at the heart of everything we do, and all areas of the curriculum are a vehicle for underpinning these values

Aim

The British International Schools strives to cultivate a culture of academic integrity throughout its learning community. Our school aims to nurture personal and academic integrity as good practice in learning and assessment.

Philosophy

At BISS academic honesty is a core value which is exemplified in the IB Learner Profile. By nurturing a culture of integrity and honesty throughout the school our students develop the skills that ensures they work in a principled manner by crediting source materials accurately and acknowledging ideas and materials that are not their own. At BISS Sentrum we:

- Integrate the teaching of academic honesty, through the approaches to learning in all subject content.
- Raise awareness of the links between academic honesty and the IB learner profile
- Model good practice by teachers
- Liaise with parents to promote awareness of academic honesty

The principles of academic honesty are clearly communicated both orally and in writing, through the planner to the student and parents. This policy is available for parents to read on the BISS website.

IB Learner Profile attributes linked to Academic Honesty

The attributes of the IB Learner Profile are integral to our school and through these attributes we seek to encourage academic integrity. All our stakeholders are collectively responsible for fostering our expectations and for encouraging each other to be:

Inquirers who acquire the skills necessary to conduct research and inquiry.

Knowledgeable as they explore concepts, ideas and issues with academic integrity.

Thinkers who are able to approach tasks in a critical yet creative manner and are able to make ethical decisions clearly acknowledging ideas of others.

Communicators who disseminate sources in established formats.

Principled by acting with integrity and honesty and take responsibility for their own actions.

Caring by showing empathy and respect towards others and support others to adhere to academic honesty.

Risk-takers who inquire about citing unfamiliar types of sources independently.

Reflective by assessing their strengths and weaknesses of academic integrity.

Roles and responsibilities

Academic honesty is a core value at BISS Sentrum that is actively encouraged by all stakeholders.

School has a responsibility to ensure

- the curriculum encourages students to develop the habits of academic integrity
- students are aware of the principles of academic integrity as appropriate for their age, tasks and understanding
- the value of academic integrity is understood by all stakeholders – all teaching staff, parents, students
- that any incidents of academic dishonesty are dealt with appropriately

Teaching Staff have a responsibility to

- Model academic integrity in their own work and practices
- Ensure opportunities to develop the skills and attitudes for academic integrity are included in units of work and day to day classroom practice
- Foster the value of academic honesty through the relevant IB learner profile attributes
- Deal with incidents of academic dishonesty in an appropriate manner
- Ensure students understand the terms relating to academic honesty, taking into consideration students who do not have English as a mother tongue
- Share good practice and create a continuum between the PYP and MYP department

In MYP Teaching staff also have a responsibility to

- Explicitly teach all ATL skills relevant to academic honesty
- Familiarise students with inquiry-based learning tasks that combine academic research and personal responses
- Teach the meaning and use of the term 'critical apparatus' which is used in many subjects and includes: quotations, citations, references, footnotes, bibliographies, table of contents, outlines, appendices, tables, graphs, labels, headings, italicizing, underlining, superscripting, subscripting
- Share good practice throughout subjects groups
- Incorporate Library and Research skills into PSHE lessons
- Use Turnitin and introduce citation applications to students (Easy bib, cite me right)
- Staff should be encouraged to use relevant publications on myIB for advice on matters relating to academic honesty

The School Librarian has a responsibility to

- Model academic integrity in their own work and practices
- Foster the value of academic honesty through the related IB learner profile attributes
- Act as a liaison for both teachers and students to provide ethical guidance regarding citations and common formats promoted by the school (Harvard referencing)
- Ensure current publications regarding ethical use of information are available to teachers and students (IBO, MLA or otherwise).

Parents have a responsibility to

- Encourage students to ask their teachers for advice if they are struggling to understand the academic honesty requirements
- Support their child and model academic honesty to foster the value of academic integrity
- Establish a good level of communication with the school to ensure understanding of expectations

PYP Students have a responsibility to

- Make work personal and write using their own "voice".
- Acknowledge help and resources used.

MYP Students have a responsibility to

- Acknowledge sources of direct quotations and ideas by using the Harvard system
- Acknowledge sources when paraphrasing ideas of others using the Harvard system
- Understand the meaning and consequences of plagiarism
- Understand the meaning and consequences of cheating
- Understand that they should not copy work from other students

- Understand that they should not complete homework for another student, nor allow other students to copy their work
- If working together, acknowledge the contributions made by others in the group
- Be aware of key terms associated with academic honesty that are taught by the teaching staff in the MYP department
- Focus on academic honesty, through personal, social and technical skills and ensure that they have acknowledged the work of others.

PYP Guidelines:

The attitudes advocated by the PYP that support the development of integrity and honesty in an academic community are set out in Making the PYP happen: A curriculum framework for international primary education.

Of these attitudes, confidence, independence, integrity, and respect are the qualities most important for developing values of personal academic integrity, and should be actively encouraged by all teaching staff in the Primary Department. In addition, the IB learner profile emphasizes being principled in our actions, which is also of primary importance to developing the practice of academic honesty.

PYP 1-3

The academically honest student:

Does	Does not
Acknowledge help from parents, siblings, older students and friends	Present parent other persons' work as his or her own (The importance of this is explained to parents)
Communicate new knowledge in his / her own words	Copy whole sentences from a book or print material onto his or her own paper.
Understand copying as cheating	Copy classwork from another student
With teacher guidance, begin to use key words to take notes from audio, written and visual materials.	Pass off another student's work as his or her own when working in groups.
Begin to assimilate knowledge from several sources into <i>independent</i> ideas and understanding	

PYP 4-6

The academically honest student:

Does	Does not
Acknowledge help from parents, siblings, older students, friends and group members	Present other persons' work as their own (The seriousness of plagiarism is explained)
Understand gathering information requires to use of several sources, including print sources and online sources which need to be acknowledged	Copy phrases or sentences from any source into his or her own work (unless referenced appropriately)
Takes notes in his / her own words, using key words and paraphrasing skills	Copy classwork from another student without permission (as during group work and pair work)
Begin to use and acknowledge first person sources and interviews in information gathering	Pass off another students work as his or her own when working in groups
With teacher guidance, summarise understandings from a variety of sources	Copy another student's homework or allow another student to copy their homework
Write reports and summaries of information in his / her own words, with a developing style of academic language	Present material that is not true, or fictitious, as fact.
Acknowledge sources in a bibliography	Copy from notes or others during tests
Assimilate knowledge from several sources into independent ideas and understanding	
Understand plagiarism as cheating	
Understand that downloading or copying from electronic sources without acknowledging the source is cheating	
Work collaboratively in groups and contributes by sharing information and presenting understanding	

The PYP6 Exhibition

As evidence of the culmination of the PYP, exhibition work should reflect all of the criteria for academic honesty presented in the primary years, and especially in PY4-6. In addition, exhibition work should show that students are able to independently work in an academically honest manner. During the exhibition, an academically honest student:

Does	Does not
Acknowledge help from his/her mentor	Present or use mentor sources as his/her own without citation
Plan their own independent inquiry and research	Misrepresent or misquote first person sources
Create a central idea to guide their inquiry	Rely extensively on mentors, parents or other group members to gather information or create presentations
Access and acknowledge a variety of sources	Present material that is not true, or fictitious, as fact
Contact and acknowledge first person sources	
Work collaboratively with his or her group to contribute information and acknowledge work of group members	

Referencing and citation

Throughout the primary years, students will be introduced to

- the need for referencing and citation that follows simple formats.
- the inclusion of references in the form of developing bibliographic information from PYP 1 to 6
- use of quotations for language directly from sources
- simple citation methods to acknowledge quotations and intellectual ideas.
- requirements for referencing appropriate to each age and year level included in Rubrics for research

Academic Dishonesty at the Primary Level

In the PYP, academic dishonesty is treated as a learning opportunity. Instances of verbatim copying or lack of citation are considered first draft material, and students are taught or retaught the skills needed to rework the material in their own words and cite quotations. Malpractice is considered generally to be the result of a lack of language and or research skills and is addressed accordingly.

MYP Guidelines:

"In the MYP, approaches to learning skills are particularly relevant to academic honesty given the clear links to students' developing competencies in self-management, research and communication. [...] MYP teachers are responsible for guiding and supporting students in the development of academic honesty in ways that prepare them for further study. As students gain experience in the MYP, they can develop the understanding and behaviours necessary to avoid pitfalls in formal high stakes assessments as well as externally assessed coursework and culminating projects." (IBO, 2014)

MYP 1-3

The academically honest student:

Does	Does not
Acknowledge help from adults, parents, older students and friends	Use notes during a test unless allowed by a teacher
Acknowledge information taken from books, the internet or persons	Copy from another student during a test
Acknowledge the source of direct quotations	Copy from the homework of another student
Acknowledge paraphrased ideas from others	Give another student his/her own work to copy
Acknowledge reference materials in a bibliography	Hand in work as his/her own that has been copied
Know what constitutes as cheating and plagiarism and abides by the rules	Do homework for another student
Follow all test / exam rules	

MYP 4-5

The academically honest student:

Does	Does not
Keep and maintain accurate, personal course notes with appropriate citing	Copy work of another student
Understand and abides by the school's expectations concerning all aspects of academic honesty	Give another student his/her work to copy
Acknowledge, in an appropriate referencing format, all direct quotes, and ideas of others from a variety of sources	Do the homework of another student
Acknowledge, in an appropriate referencing format, help from another person	Submit work done by another student, a parent, an adult or a friend
Ask beforehand what kind of external help is permissible	Use notes during a test unless allowed to by the teacher or the examination rules
Follow all test/exam rules	

MYP5 expectations for certification (when applicable)

Those students who qualify for their MYP Certificate are expected to apply all of the skills for academic honesty that they have acquired throughout the MYP.

E-portfolio subjects and online examinations require students to adhere to the regulations set out by the IBO.

At MYP5, students are expected to:

- Use in-text parenthetical referencing for any source material used (text or images)
- Understand plagiarism and intellectual property as well as the consequences of academic dishonesty,
- Use academic honesty forms where appropriate to formally declare the work completed is authentic,
- Follow rules for examination sessions as published by the IBO.

Referencing in the MYP

The expectation for use of proper citation begins at the beginning of middle school; this expectation is scaffolded depending upon the age and time in the school. Students are expected to use correct and appropriate referencing in all subject areas, according to Harvard referencing format. As well as including accurate lists of works cited at the end of documents, students must acknowledge sources within the body of their texts. They must also acknowledge the sourcing of images and any other intellectual property used in their own work. Bibliographies and annotated bibliographies should only be used when requested on a task, which also outlines the student's background reading.

Any student work that is not referenced properly for the age-group will be handed back and the student will be asked to resubmit; someone else's work cannot be evaluated towards a student's grade. It will not be assessed until the revision has been done, although the date of submission will be counted as the first date on which the work was handed in. Minor errors in referencing format, even at higher levels can be pointed out as feedback and a way to further learn/improve the quality of their work. Students will be reminded to use checklists to ensure they have cited all aspects of work submitted.

Academic dishonesty in MYP 1-3

In the lower years, students are still developing the approaches to learning skills required for approaching assignments with academic honesty. Academic dishonesty will be dealt with on a case-by-case basis. The teacher must first decide if evidence of malpractice is (1) due to a lack of academic honesty skills or (2) a deliberate act of academic dishonesty. In both cases, a record will be placed in the student's file for tracking.

- With guidance, the student will be given the opportunity to rectify the situation. The student will be given a formal warning and the opportunity to rectify the situation will be given.
- In subsequent instances, the work will be awarded a level 0 for the relevant assessment criterion. The issue will be referred to the MYP coordinator for further action and an academic honesty letter will be sent home to parents.

Academic dishonesty in MYP 4-5

Breaches will be dealt with on a case-by-case basis aiming to identify to underlying reasons.

- If a student hands in work where plagiarism is apparent, due to a lack of referencing skills, the student will be given the opportunity to rectify the situation within a given period of time.
- If a student hands in work where malpractice in the form of deliberate plagiarism or collusion is evident, the task will receive a 0 in the relevant assessment criterion, though the teacher may give some feedback to the student. In addition, the issue will be referred to the MYP coordinator and an academic honesty letter will be sent home to parents.
- In subsequent instances of academic dishonesty, the work is once again awarded a level 0 for the relevant assessment criterion. In addition, parents will be asked to attend a meeting with the subject teacher, MYP coordinator and if relevant principal.

The purpose of the meeting is to determine whether there was a clear attempt to deceive on the part of the student and possible consequences that could include suspension or, in the case of persistent and deliberate malpractice, a student may be withdrawn from the relevant exam session (MYP5 only).

Malpractice under test conditions and externally moderated course work (if applicable)

If a student is suspected of cheating during a test, they will initially be given a warning. Any subsequent attempt of cheating will be considered a deliberate act of academic dishonesty and will be dealt with accordingly (see guidelines above).

In the case of MYP certificate students' e-portfolio, if a teacher suspects that a student has engaged in a dishonest way towards the completion of their work, they will bring it to the attention of the MYP coordinator. The coordinator will meet with the student to discuss the matter and parents will be contacted. If work is submitted to the IB and is flagged as academically dishonest, the MYP coordinator will be contacted, a formal investigation will occur and the student could be prevented from obtaining their certificate.

Glossary

Academic honesty is a set of skills and values that encourages members of the school community to carry out tasks without cheating, plagiarising, lying, stealing, giving or receiving unacknowledged assistance from another person, or using sources of information without appropriate acknowledgement.

Academic dishonesty means that a person uses ideas, skills, techniques or information from another person or source without appropriately acknowledging them. There are different forms of academic dishonesty, which are defined further under malpractice.

Authenticity is the term used with older students when they confirm in writing that a piece of work is authentic and was carried out in a manner that reflects the attitudes of academic honesty. "An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that candidate's own language, expression and ideas. Where the ideas or work of another person are represented within a [student's] work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged." (IBO, 2009)

Collaboration "defines the habit of working together on a common aim with shared information, which is an open and cooperative behaviour that does not result in "allowing one's work to be copied or submitted for assessment by another" as defined in the Regulations" of the IB Diploma Programme. (IBO, 2009)

Inspiration in creative work: "Although the principles of academic honesty apply equally to all subjects, there are issues that are particularly relevant to the arts, where imitation, influence and inspiration have a respectable tradition. The observation of form and its resemblance to nature, or to another artist's work, is a skill to be nurtured. There is an expectation that [students] may be influenced by the work of other artists and writers, whose works may inspire the [students'] own creativity. Thus there are circumstances where the creative use of the work or ideas of another person is acceptable, but the original source must always be acknowledged." (IBO, 2009)

Intellectual property describes an individual's or organisation's ownership of inventions, literary or artistic works, symbols, names, images and designs used in commerce. The "concept of intellectual property is potentially a difficult one for [students] to understand because there are many different forms of intellectual property rights, such as patents, registered designs, trademarks, moral rights and copyright. [Students] must at least be aware that forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law." By developing the skills and values of academic honesty and taking measures to prevent academic dishonesty, the school seeks to discourage illegal activities, for example illegal music downloads or peer-to-peer file sharing. (IBO, 2009)

Malpractice is the term used for academic dishonesty and describes any behaviour that gives a person an unfair advantage over another in the context of academic work. There are different forms of malpractice:

- **Plagiarism:** the representation of the ideas or work of another person as one's own,
- **Collusion:** supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by someone else,
- **Fabrication of data:** manufacturing data for a table, survey or any other such requirement. Any other behaviour that gains a student an unfair advantage or that affects the achievement of another student.

References

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Parent overview of policy published (planned March 2021)

This policy is a working document and has been produced by SLT (PYP and MYP programmes) and administration in collaboration with all teaching staff. The policy is reviewed bi-annually.